

HOW IS THE CORONAVIRUS OUTBREAK AFFECTING THE DAILY LIVES OF UNIVERSITY STUDENTS?

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Abstract

Introduction: Covid19 disease is rapidly becoming a health problem in the world and has changed many aspects of human life. Many schools, including universities worldwide, have adjusted their way of the teaching method. While new online learning technologies have disrupted the sociocultural environment in higher education, there is a high possibility that students also faced a turbulent time. This study analyzed how the coronavirus outbreak affects the daily lives of university students. **Method:** This study used a cross-sectional study design which was conducted a month after the learning from home policy was implemented in Indonesia. We surveyed second and third-year university students about their experiences during this difficult time. There are 255 students of Public Health Bachelor Program responded to the survey. We asked what emotion they dominantly feel during the study at home period and how this pandemic changes their daily life. Their responses were analyzed using qualitative content analysis. **Result and Discussion:** The results showed that most students felt happy (41.51%) and the rest felt sad (34.38%) while studying at home. The other feelings are fear as much as 15.81%, surprise 7.91%, and anger 0.39%. We identified seven impacts of pandemic on the student's life. Four consequences related to the school closures, while three consequences related to the students development as human being. **Conclusion:** The study at home policy applies during the Covid19 pandemic has affected the lives of students both in their roles as students, adult and children in the family.

INTRODUCTION

Corona Virus (Covid19) is a disease caused by the SARS-CoV-2 (1). Until on June 29, 2020, a virus has attacked more than 10.259.381 people in 215 countries or regions (2). The World Health Organization (WHO), has set the conditions as emergency conditions of public health since March 11, 2020 (3). Indonesia first announced there were cases Covid19 on March 2, 2020, until June 29, 2020 has reached 54.010 case (4). This figure makes Indonesia become a country who has a case of confirmation Covid19 highest in the Southeast Asia region (5). Covid19 identified already spread in all provinces in Indonesia and causing the emergency conditions of public health nationally.

Conditions pandemic Covid19 today not only have an impact on the health care sector but also all the sector of human life. Reduction policies Covid19 bring social impact to the community (6). The education sector has also become one of the sectors most affected by the Covid19 (7). During the pandemic is underway, the United Nations organization dealing with culture and education (UNESCO) noted that at least there are more than one billion students (72.4%) in the whole world must learn of home (7). Indonesia has also imposed a policy to work, learn, and worship from the home to minimize the risk of transmission of Covid19 since March 16, 2020. This policy demanding learning activities start early childhood education until the education at the highest level is done in e-learning (8-9)

Learning e-learning is defined as learning through the use of electronic devices based on the internet such as a laptop or computer, smartphone, and others (10). This learning method seems to be the solution most preferred in the process of teaching and learning during a pandemic in higher education (11). Range of application face-to-face e-learning to support the learning process such as Zoom, Skype, and Hangout Meets has increased the use of the bi-fold during the pandemic (12). The changes are massive and sudden in learning methods, make students and educators the extra work in adapting to changes (13).

One form of adaptation of the learning in college that could be an alternative to be implemented during the pandemic Covid19 takes place is online learning (14). A form of adaptation referred to is not a specialized adaptation to technology learning, but with the presence of the concomitant of the use of technology such as this. The majority of disquiet that often appear for example the mastery of information technology as well as the quality of the internet connection there (15). This condition is predicted will cause a gap in the quality of education and also inequality of learning (16). Higher education

itself is not only about learning in the classroom but also dominated by the activity of self-development of the students. Students are required to quickly be able to rearrange their daily lives to adjust to the conditions that limit the activity of self-development is (13).

Outbreak of coronavirus is a new outbreak which occurred at the beginning of the year 2020 and still have not found a way to eradicate the disease. Therefore, the way that can be done is to prevent the transmission of coronavirus between human beings through many ways, for example individuals by applying a protocol of health and the government to make some policy. One of the policies enacted, namely policies study from home and stay at home for all people. This directly makes the students as one of the groups affected should be quick to adjust. This adjustment can be seen directly through changes in technical learning, how to socialize with the environment, and so forth. Meanwhile, the adjustment of which is not visible directly, such as, a change in emotions, the occurrence of psychological disorders of individuals, and others.

Based on the explanation that there is, then the research aims to analyze how the outbreak of coronavirus can affect a student's daily life. Therefore, the exploration of what impact a policy of learning from home to student life during the pandemic Covid19. Results of the study useful as a basis in shaping the learning process that is not only responsive to the reduction Covid19 but also to ensure the personal development of the students.

METHOD

This research used a cross-sectional design by collecting student responses about learning conditions from home during pandemic of Covid19. Data collection was collected during 13-24 April 2020. The population of this study was 440 active students who already completing the even semester during the implementation of home learning. It referred to the second and third level students of Public Health Study Program of Airlangga University with the consideration that health students has good acceptance response against the prevention policy of Covid19. At the end of the survey, there were 255 students who participated as respondents with a response rate of 56.25%.

Data was collected by means of an online survey which was inserted into the face-to-course evaluation which was held in the fourth and sixth semesters. The survey consisted of choice questions for dominant emotions and also open-ended questions about respondents' experiences during the home learning period. In psychology, when a situation changes suddenly, emotions can arise in a person, either positive

or negative emotions (17). Qualitative data analysis was generated from open-ended questions and analysed by using a content analysis approach because it observed existing phenomena through the accuracy of the formulation between those being studied and all actions based on the reasons for taking individual actions (18). These action was also based on inductive coding by researchers and deductive coding by coding book based on UNESCO’s Covid19 Education Response which identified thirteen consequences of school closures (7). This was performed to ensure other themes that were likely to emerge in the context of higher education.

RESULT

The survey was conducted on students of the second year and the third year of the Undergraduate Program of Public Health which amounts to 255 people. All students have done the learning activities e-learning to all lectures for one month. The characteristics of students and the choice of her emotions are presented in Table 1.

Table 1. Students Profile During The “Stay At Home” Period (n=255)

Variable	Frequency	Percentage (%)
Sex		
Male	29	11.37
Female	226	88.63
Campus Location		
Surabaya	208	81.56
Banyuwangi	47	18.44
Location during “Study at Home”		
Stay at the campus location	78	30.59
Leave the campus location	177	69.41
Dominant Emotion Reported during “Study at Home”		
Happy	105	41.51
Shocked	20	7.91
Angry	1	0.39
Sad	87	34.38
Afraid	40	15.81

Undergraduate Study Program of Public Health has two campuses located in two different cities. During the period of studying from home, the majority of respondents which is student of (88.63%) choose to stay outside of the city. This condition occurs most likely because the students that the majority of migrants choose to return to their hometown during the period of studying from home. The emotions shown during the period of studying from home is also very diverse. The majority expresses happiness (41.5% of) during the period of studying from home but most also expressed sadness (34.3%). Another emotion that is owned by feel the fear as much as the 15.81%, and was surprised as to 7.91%. Meanwhile, there are a number of 0.39% feel upset during the study period at home.

Content analysis performed on the qualitative response to these conditions shows some of the themes of the impact felt by students during the period of study at home. Such conditions are contained in Table 2. This study identified seven policy impact study from home for the prevention of the spread of Covid19 applicable to the students. Identification of impacts there are four impacts associated students as human beings and three other impacts that are not related to the role of students as learners at the college level.

Table 2. The Impact of the Pandemic

Impact	Representative Quotations
Challenges creating, maintaining, and improving distance learning	<i>“I need to find a wifi connection to get out of the house to follow perkuliahan, Because in the village had.”</i>
Social isolation	<i>“Miss attending lectures in the campus, Miss the Roads, Miss Friends, Miss Playing Basketball”</i>
High economic cost	<i>“Sadly ma’am, my quota of the day this runs out 1gb for one perkuliahan 1 time. And miss the atmosphere of surabaya “</i>
Social isolation	<i>“Miss lectures on campus, Miss the Roads, Miss Friends, Miss Playing Basketball”</i>
Challenges measuring and validating learning	<i>“Today a lot of deadlines that need to be resolved, but must keep the spirit”</i>
Spiritual Upgrading ¹	<i>“Nothing, but always be grateful no matter what condition the current though just do everything at home.”</i>
Family turbulence due to covid impact ²	<i>“I am sad because pandemic covid-19 this is my father lost a job, hopefully the condition recovered quickly”</i>
Increased pressure/ worriedness since parents/ family remain work outside ³	<i>“I am sad because my parents still have to work outside the home”</i>

Note:

1, 2, and 3 is a theme resulting from the analysis of the inductive outside 13 the Adverse consequences of school closures identified UNESCO

The impact that the majority of found is the ability of persistence of students in answering the challenges of creating, maintaining, and improving distance learning. Students are forced to adjust to the conditions of the limitations of the internet network to learn, *“I need to find a wifi connection out of the house to follow this lecture, because in the village hard to get a signal.”* This makes a dilemma on the some of the students. Sacrifice psychic found on some of the students are always burdened anxiety could not follow the lecture well. This feeling is closely associated with the geographical location of the house that have an impact on the availability of the network used to support the lectures. As an effort to ensure the smooth running of lectures, then a lot of things which demanded the family of the student to sacrifice a lot more economically as an effort to help his son attend the lectures better, *“Today is finally the family I plug the Wireless in order to support the learning study from home”*.

High economic cost will also be a burden for students learning in e-learning. Surely this need will be

quite different when compared with the implementation of learning directly on the campus as before. The student must set up the internet quota, which is considered large enough to be able to learn, *“Sad mam my quota of the day this runs out 1 Gb for one lecture course”*. The same thing also expressed by the students in the Campus Banyuwangi, *“I experienced the constraints of the drama of the internet package that is not smoothly because possible want out”*. Whereas on the other hand, all aspects of the lives of many affected and students also experience the family turbulence due to Covid19 impact because family circumstances changed due to a pandemic Covid19, *“I am sad because pandemic Covid19 this is my father exposed layoffs, hopefully the sooner state improved”*.

The burden of the psychic that the other also felt by students whose parents still work during a pandemic, *“my mama dentist civil servants in the health center, please pray for my mama always healthy though to be on duty every day”*. It can be said that the pandemic also has an impact on the process of self development of students as human beings. A student who is an age group that is being developed in the psychic and the social cannot socialize well because of the impact social isolation from policy learning at home. It’s similar to the complaints experienced by one of the students, *“the condition of the pandemic this make bored, because their activities are monotonous, especially the number of assignment”*. There is not much options in daily life during a pandemic Covid19 took place, it does not directly make students do more spiritual upgrading.

DISCUSSION

During the policy study carried out in the home apply, there are a wide variety of emotions which is owned by the student, either positive emotions or negative. Positive emotions are happiness (of 41.5%) while negative emotions among others, grief (34.3%), fear (15.81%), surprised (7.91%), and angry (0.39 percent). This is in accordance with research conducted previously which states that in the event of a state of public health emergency, may have an impact on the psychological students for example comes a sense of anxiety, fear, worry and so forth (19).

The occurrence of pandemic Covid19 globally to sudden make the conditions of the environment where the student develops brings the influence is not only related to his role as learners but also as human beings in general. The response of the students is different in response to the policy of learning from home during the pandemic Covid19 this. Primarily associated with the

implementation of e-learning on the overall learning up to the time that is still yet to be determined.

Pandemic Covid19 that is sweeping across the world lead to a policy of physical distancing to reduce the spread of coronavirus to do, it also happens in college. This causes all elements of education continue to run the rest of the semester lecture, even though the school is closed. An alternative that is currently done is to apply the learning in e-learning thoroughly. The implementation of e-learning is the major changes that occur in the environment of current students.

Learning in e-learning, to make students have the obligation to be able to learn independently (20). Unfortunately, however, many challenges must be conquered by the students to be able to learn independently with effective. This study shows that students get the challenge of technical and non-technical in learning. The learning achieved is also not only about learning hard knowledge on the lecture material but also soft knowledge about life. Pandemic this reading the impact on the learning process of the student as a learner and a human being. Synthesis of the impact of the pandemic Covid19 against the students is presented in Figure 1.

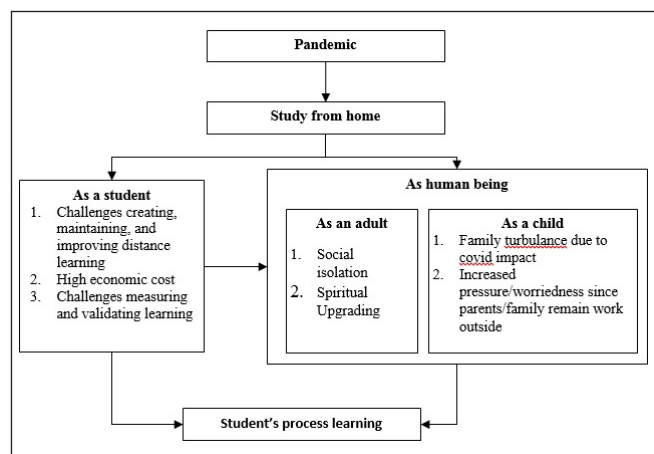


Figure 1. Impact of COVID-19 Pandemic to Higher-Education Students

Learning e-learning demands to minimize various constraints so there is no effect to the objectives of the learning activity the main. The system of lectures for e-learning generate a contribution that positively could be used to minimize the disparity in quality of higher education in Indonesia (21). This will be very good if its implementation is running smoothly during the pandemic Covid19 takes place. Unfortunately, the disparity of the condition of infrastructure in Indonesia has actually increased the disparity in the quality of learning in higher education.

Students experienced the constraints of the quality of the internet which is not good in the location

of residence. In fact, one of the requirements that must be held so that in the implementation of e-learning can run smoothly in addition to the device offered, which is the network good internet (11). Poor internet connection can hamper the smooth teaching and learning of e-learning. Previous research stated that at the time of the pandemic, the constraints of which the majority occurs in students that is related to internet connection and availability of internet quota (22). Lack of access to technology and internet by students is an obstacle to learning, especially if coming from poor families (23). Quota to access the internet should always be ensured available. This suggests that as efforts to get access to the internet adequate, and the class e-learning requires a higher cost if compared to the lecture offline. Research is increasingly demonstrating that pandemic gave birth to disparity of economy in the learning of e-learning. Students must instead issue a economic sacrifice more on the family conditions students are experiencing economic turbulence due to the pandemic.

In addition to the load in terms of economics, the students also experienced the brunt of the psychic. This study identifies the load source psychic faced by the students during the pandemic. The impact of the pandemic Covid19 students this raises the necessity of adaptation to various conditions. The pandemic not only related to attacking the physical health but also psychological state for example with excess anxiety, fears and concerns (24). The problem that arises is also felt by the students who must do the learning activities e-learning at home, evident by the tendency of many negative emotions owned. On the state of outbreak of any kind, a common response given the body to feel more depressed and worried is a natural thing (25). Most of the students are experiencing changes in emotions related to learning are carried out in e-learning due to the pandemic Covid19. This statement is in accordance with previous studies which explained that the majority of students agree that emotions and mental health of those affected with the pandemic Covid19 current (26).

This study identifies that the burden of psychic students because of a pandemic derived from the dynamics of the lecture e-learning and also concerns of students related to the pandemic. The dynamics of the lecture e-learning is emerging as multiplying the burden of student assignment. If the measurement and validation of learning activities in lectures offline already known by the student at the beginning of the year lesson, it is different with lecture e-learning. Products learning activities are given feedback by the lecturer of the qualitative is much needed in learning (27). In addition, during the campus closed in the duration can not be determined, faculty need

time to adapt to find learning e-learning that optimizes the subjects (28). It is recognized by students as one of the challenges associated with efforts to validate the learning in e-learning.

The burden of psychic others also arise because students feel the social isolation with the environment. The global population, including students, are currently living under conditions which cause stress due to self quarantine better due to the isolation of self, social distancing, and isolation (29). According to previous research, after it was announced the occurrence of Covid19 tends to increase negative emotions (anxiety, depression and anger) and some social issues (30). It is also experienced by students who complained about the loss of the opportunity to meet peers and lecturers on campus. Preventive efforts and interventions of a comprehensive system including the monitoring of epidemiology, screening and intervention-targeted should be a container to reduce distress and prevent mental health problems in the future, namely the period after the pandemic ends (31).

Pandemic Covid19 the implications are alarming for the individual as well as the health of the collective and emotional and social functioning (32). Emotional functions closely associated with various emotions dominant that arise, particularly in students exposed to a direct impact on everyday life. A long time during the conduct of insulation in the house and a variety of conjunction with the risks that may occur during a pandemic can lead to depression and anxiety (33). The majority of students are nomads who finally decided to return to his hometown during a pandemic. Therefore, current students and families have intensive interaction and more closely than ever with face-to-face group. This is something positive because true education is a form of collective responsibility not just of government, but also however the school, and family (25).

At the moment the pandemic takes place, students also express happy emotions with the spiritual upgrading. Happy emotions is a positive effect on mental health that helps individuals to overcome the negative effects of mental health, including the reduction of stress that may arise during a pandemic (34). This is a form of acceptance of the individual to the problems that it faces. Using spirituality more intense as a mechanism of coping in times of a pandemic is closely linked with increasing levels of hope, an optimistic attitude, and results-more positive results in life (35). Of course every individual will attempt to change into positive emotions. Previous research reinforces this, that the mental changes of individuals can only become more positive when after the pandemic Covid19 (35).

Pandemic Covid19 causes of the crisis in various aspects not only on health, but the way that these also triggers of the crisis on the economy. Social restrictions in Indonesia have a negative effect big on workers in the formal sector and informal. The official forecast was announced on April 20th, 2020 show about four million workers affected by dismissal, termination of, disruption to business informal (36). It is closely related with the family turbulence due to Covid19 impact on students whose family members experienced disruption of the economy.

According to the International Labor Organization (ILO), keeping workers and their families from the risk against coronavirus infection should be a top priority (37). However, there are some jobs that can't be done with work from home (WFH). This leads to students who have families are obliged to work outside the home have increased pressure in the self and fear during the learning outside the home. This will certainly have an impact on the psychosocial students carry out the learning at home.

The advantages of this study is to explore the feelings of the individual related to his role as a student during the policy learning of the home took place. This study may also indicate that the student is a human being based on the various aspects of his life affected in past pandemic Covid19. The limitations of this study is the research population was taken as a health student, so that the portrait of student in addition to student health can not be described in more detail.

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CONCLUSION

Since enacted a policy study from home at different universities to reduce the spread of the coronavirus, students become one of the affected. The study states the majority of students expressed the feeling still happy though the surrounding environment changes drastically, but most also feel sad, afraid, surprised to angry. The consequences experienced by the students according to the identification of UNESCO are the challenges of creating, maintaining, and improving distance learning, high economic cost, social isolation, and challenges in measuring and validating learning. Meanwhile, other consequences arising is a

spiritual upgrading, family turbulence due to Covid19 impact, and increased pressure/worriedness since parents/family remain work outside. Emotional changes due to pandemic Covid19 that occurred has influenced the role of student as learner, the child in the family, and as individuals mature. Researchers suggest to conduct mentoring continuously to the efforts of self-development as well as psychological students during the pandemic Covid19. This can be done in e-learning by the college or directly by the family. Further research is expected to take samples more with the scope of the university, both public and private. Another thing to note is the distribution of respondents between male and female in order to more evenly so that research results can be compared based on gender.

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